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ABSTRACT

The School of Education and the College of Arts and Sciences at North Carolina Agricultural and Technical State University have always had a close working relationship in the development of teachers. This is due, in part, to the fact that the General Education Curriculum (English, history, mathematics, biology, and the arts), which is the foundation for both the personal and professional development of students, is housed in the College of Arts and Sciences. This collaborative tradition intensified within the last two years, because of: (1) public criticism of the quality of teacher performance; (2) state mandates for increasing the general competence of students; (3) national studies which emphasized the need for a better public educational system, and (4) increased societal realization of the importance of the optimum utilization of human resources. Thus, the purporse of this paper is (1) to describe the rationale for the collaborative efforts between the two academic units to improve teacher education; (2) to summarize the educational experiences and activities developed to achieve these goals and objectives; and (3) to share with others the immediate results and the long-range prospects for this collaboration. Additionally, this curricular model may be of value to other colleges and universities which are interested in strengthening their teacher education programs. (Author/JD)

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North Carolina Agricultural and Technical State University
Greensboro

Education and the Liberal Arts: The A. & T. Connection

Presenters

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A Paper Presented At The Seventh Annual Conference On The Preparation and Survival of Black Public School Teachers

Norfolk State College
School of Education
Norfolk, Virginia
October 9-10, 1986

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North Carolina Agricultural and Technical State University
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Title: Education and the Liberal Arts: The A. & T. Connection

Presenters: Dr. Dorothy Prince Barnett, Assistant Dean, Director of Teacher Education, School of Education

Dr. Ethel Franklin Taylor, Assistant Dean, College of Arts and Sciences

Institutional Background

North Carolina Agricultural and Technical State University is an historically black University in the Piedmont area of North Carolina. Established under the Morrill Act passed by Congress in 1890 for the purpose of teaching practical agriculture, the mechanical arts, and other related subjects, North Carolina A. & T. State University is now a constituent member of The University of North Carolina with one college and several schools in the areas of Arts and Sciences, Agriculture, Business and Economics, Education, Engineering, Nursing, and Technology. Its student body of over 5000 is drawn from over fifteen states and several foreign countries. Thus, the expanding role and changing status of North Carolina A. & T. underscore the importance of developing students who can compete in an open society. The School of Education at A. & T. is seeking to strengthen its Teacher Education Program to improve the teacher preparation and test performance of its

students. To meet this goal, several strategies have been developed and several programs implemented. A brief description of three strategies and/or programs involving teacher preparation follows.

I. The Teacher Education Cluster For Excellence (TECEX).

The purpose of the Teacher Education Cluster for Excellence (TECEX) is to assure quality General Education preparation of prospective teachers. TECEX is a cooperative project between A. & T. State University's College of Arts and Sciences and School of Education. The project was initiated as a pilot program with the Class of 1989 during the Fall Semester, 1985.

The prospective teacher's program has three components: (1) general education, (2) subject area specialization, and (3) professional education. Formal admission to the institution's Teacher Education Program is normally at the completion of the general education component during the sophomore year. For admission to an approved Teacher Education Program, North Carolina mandates minimum score requirements on the Communication Skills (Core Battery I) and General Knowledge (Core Battery II) subtests of the National Teacher Examinations (NTE).

TECEX specifically addresses the development of general education competencies including those required by the State and outlined as topics in the NTE TEST Specifications,

published by Educational Testing Service. The project provides clustering (grouping) of Teacher Education students which will facilitate:

effective advisement and counseling
tutoring and individualized support services
sensitization to issues of the profession
cultural enrichment activities
interaction with faculty, students, and public school personnel
personal development and motivation
self evaluation
special group meetings, lectures, and seminars

TECEX is designed as follows:

1. Students enrolled as teaching majors are assigned to designated sections of required General Studies courses in which the NTE Test Specifications competencies are emphasized.

   The particular skill, and the courses, chiefly responsible for the development of those skills, are identified as follows:

A: COMMUNICATION SKILLS

(1) Listening -Speech 250 - Speech Fundamentals

(2) Writing (Essay and Objective) - English 100, 101, Ideas and Their Expression I, II

(3) Reading - English 102- Developmental Reading

B. GENERAL KNOWLEDGE

(1) Literature and Fine Arts - Humanities 200,

201, Survey of Humanities I, II; or Humanities 203, Humanities Perspectives of the South; or English 210, Introduction to Literary Studies;

Art 224, Art Appreciation; Music 216, 217, Music Appreciation I, II

(2) Mathematics - Mathematics 101, Fundamentals of Algebra and Trigonometry I; Mathematics 102, Fundamentals of Algebra and Trigonometry II; or Mathematics II, College Algebra and Trigonometry

(3) Science - Chemistry 100, Physical Science; Chemistry 110, Physical Science Laboratory; or Biology 100, Biological Science

(4) Social Studies - History 100, 101 World Civilization I and II; History 204, U.S. History Since 1865; Political Science 200, American Government and Politics; and Psychology 320, General Psychology

Class schedules for TECEX students provide blocks of time for students to study and to participate in enrichment activities.

A Typical Fall Semester 1985 Schedule for TECEX was as follows:

Computer Number	Section	S.H.	Days	Time	Place
1740 Biological Science	100.01	04	MWTH	8-9	Barnes 100
Lab	100.01		F	8-10	Barnes 116
856 English Ideas & Their Expression	100.05 100.04 100.06	3	MWF	9-10	Crosby 220
940 English Ideas & Their Expression	102.04	2	TTH	10-11	Crosby 223
	102.05		TTH	1-2	Crosby 223
2328 Math Fundamentals Algebra & Trigonometry I	101.11	3	MWF	11-12	Marteena 216
2808 History World Civilization	100.12	3	MW	3-4:15	Gibbs 318
1016 English Developmental Reading	102.02	2	TTH	9-9:50	Crosby 223
3136 Education Orientation	100.05	1	T	10-11:00	Hodgin 307
3648 Physical Education Beginning Swimming	261.00	1	TTH	11-12	CT Pool

During the first year of the program, students were identified and were sent letters of introduction from the Deans of the School of Education and the College of Arts and Sciences. Class schedules of the students were prepared during July, 1985 by the two Assistant Deans of the School of Education and the College of Arts and Sciences. Faculty members committed to carrying out the project objectives were identified by their respective chairpersons and deans and assigned to those sections which contained Teacher Education majors. Three cluster meetings were held during the first year to advertise the program, to generate interest among students, to enhance respect for teaching as a profession, to introduce the Teacher Education majors to each other, to discuss current issues in education, and to reinforce students' written and verbal skills.

Teacher Education students were urged to attend the university Lyceum Series, theater productions, art exhibitions, and science and other special lectures. A semester calendar listing these activities was developed and distributed to each of the students. In most instances, students in the composition and humanities classes were given extra credit for their participation in these extracurricular activities. This effort was achieved through the coordinator for the humanities courses.

Cooperative evaluation for the improvement of learning

and the understanding of Teacher Education Program policies and procedures were conducted by the offices of the Assistant Deans of the respective units. Initially, a content analysis of state competencies, NTE specifications, and course syllabi was conducted July 1-8, 1985.

At the end of the first year, the program was modified somewhat to coincide with the university wide Freshman Advisement Program. Projections for the 1986-87 year and the 1987-89 biennium include a request for an appropriation to provide increased enrichment activities to purchase additional supplies and books, and to develop more practice material similar to test items found on standardized tests. The latter refers to test items involving analysis, application, and comprehension as specified in Bloom's Taxonomy of the Cognitive Domain. It is projected that this assessment and evaluation will be designed and conducted with the cooperation of the Counseling and Testing Center. The first year of TECEX was successful in that there was little or no attrition and Teacher Education students participated more in extracurricular activities.

II. Teacher - Education Admission

Students are formally admitted to the Teacher Education Program at the completion of the sophomore year when they will have completed all of the general studies requirements. The general studies requirements encompass the knowledge,

skills, understanding and appreciation necessary for the students' personal/social development and include communication, the arts and humanities, the social sciences, mathematics, the natural sciences, and physical education. These broad areas are divided into the following subject areas.

English 100/101 - Ideas and Their Expression I, II

Math. 101/102 - Fundamentals of Algebra and Trigonometry I, II or

Math.III - College Algebra and Trigonometry

Speech 250 - Speech Fundamentals

Biology 100 - Biological Science or

Chemistry 100 110 - Physical Science

Psychology 320 - General Psychology

History 100 - History of World Civilization I, II or

History 204 - United States History

Anthropology, Political Science, Economics, Sociology } Two Courses

Humanities 200, 201 - Survey of Humanities I, II or

Humanities 203 - Humanities Perspectives of the South

English 210 - Introduction to Literary Studies

Physical Education 100 -102 - Fundamentals of Physical Education

Health Education
200 - Personal Hygiene

Teacher Education students are required to complete 48-50 semester hours of the courses previously identified. All of these courses are taught in the College of Arts and Sciences except physical education and health education which are taught in the School of Education.

Even though students may declare teaching as a major upon admission to the university, to be admitted formally to the program, they must meet six requirements:

1. A completed application approved by the academic department of the certification area
2. A minimum cumulative grade point average of 2:00 on a 4:00 scale
3. Evidence of good health (medical statement)
4. Scores on file from the following standardized tests: Scholastic Aptitude Test (SAT), Sixteen Personality Factors Inventory, The Reading Test- CTBS, and NTE Core Battery I - Communication Skills and Core Battery II - General Knowledge
5. Interview by a Teacher Education Panel
6. A Writing Sample

Requirements 5 and 6 (Teacher Education Panel Interview and a Writing Sample) were the result of additional collaboration with the College of Arts and Sciences. The Speech Department in the College of Arts and Sciences initiated the development of the instrument used for the Teacher Education Panel at the suggestion of the Director of Teacher Education and the Teacher Education Council. The

Writing Sample component was developed by the Assistant Dean of the College of Arts and Sciences and Coordinator of the Freshman Composition Program in conjunction with the Chairperson of the English Department and the Director of Teacher Education.

The Three-member Interview Panel consists of the following members.

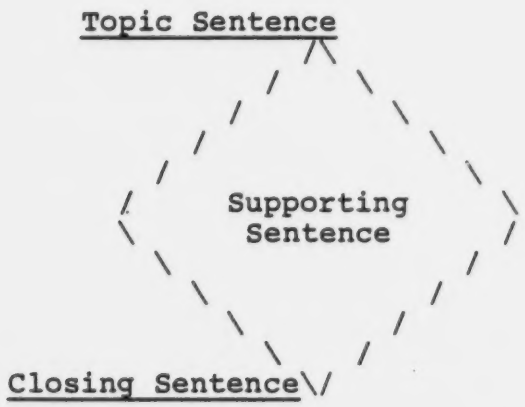
1. A member of the Teacher Education Council Admission and Retention Committee
2. A Teacher Education Faculty Member
3. A Student Formally Admitted To The Program

This cross section of individuals involved in Teacher Education, utilizes the Interview Rating Sheet to evaluate students in eight areas: (1) Poise, (2) Personal Appearance, (3) Verbal Expression, (4) Enthusiasm, (5) General Knowledge, (6) Self-Evaluation, (7) Judgment, and (8) Professional Interests. Panelists ask interviewees questions related to (1) biographical information, (2) career goals, and (3) current issues in education. Affirmative action guidelines relative to religion, race, and politics are observed. Each panelist rates each interviewee independently and a composite rating is developed from each independent rating. The interviewees are rated on a scale of 3 - above average, 2 - average, 1 - needs improvement. The rationale for this rating scale is that the scale is an instrument for diagnosis and

remediation rather than an instrument to determine level of assessment. Results of the interview are shared with the candidate and with the department by the Director of Teacher Education who is not a member of the Interview Panel. Candidates with deficiencies are referred to their respective departments and to the chairperson of the Speech Department for remediation. These remediation strategies may continue throughout the student's tenure in the program or until a particular level of competence has been achieved.

The Writing Sample, which is coordinated by the English Department with the Coordinator of Freshman Composition as the Lead Teacher, is based on the traditional technique of (1) teach (2) test, and (3) reteach. All Teacher Education students are required to participate in a Paragraph Writing Seminar (one day for approximately one hour) taught by a faculty member in the English Department. The one hour presentation is carefully planned and designed. Two aspects of paragraph writing are emphasized. All of these aspects are reviews of what was taught in the basic Freshman Composition Course (English 101). The first aspect of the paragraph emphasized is the proper format for the paragraph (placement of the topic, correct margins etc). The second aspect of the paragraph emphasized is the structure of the basic paragraph which is topic sentence, supporting sentences which expand or support the topic sentence, and a closing sentence which is a restatement of the topic

sentence. The following diagram illustrates this basic structure.



These supporting sentences, which expand or support the topic sentence, may be additional details, specific examples, reasons, definitions, comparisons or contrasts. These supporting sentences add to the development of the topic and thus exhibit a progression of ideas or a definite ordering principle. The closing sentence, which is a signal to the reader that the progression of ideas is ending, is simply a restatement of the topic sentence which began the paragraph. In terms of paragraph structure, students are taught to use the "dud" or transitional sentence. This is a sentence which does not contribute to the development of ideas in the paragraph, but serves as a bridge for the smooth transition between ideas. Students are reminded that this is not the only way to develop a paragraph, but this basic pattern, once mastered, is a foundation for the writing of more complex paragraphs in terms of structure.

After students are taught the format and the structure of the basic paragraph, they are then required to write in the seminar a paragraph chosen from a list supplied by the teacher of the seminar. All of the topics are drawn from students' personal experiences or relate to issues in education. Topics such as lateral entry in education, characteristics of an effective teacher, prayer in the public schools, and the importance of mainstreaming are illustrative of the kinds of topics given. Students are allowed to write on a topic for approximately thirty minutes.

The paragraphs are then graded holistically by the Coordinator of Freshman Composition and two or three other English faculty trained in holistic scoring. Paragraphs are rated as (1) Pass, (2) Provisional Pass, or (3) Fail. A paragraph which receives a rating of Pass is well-developed; key ideas are organized in a definite sequence; and there are few, if any, errors in mechanics, usage, sentence structure, or diction. A rating of Provisional Pass requires the same standard as Pass except that the student has made some minor error in mechanics and/or sentence structure which needs to be brought to his or her attention. A rating of fail means that the paragraph is inadequately developed, key ideas, if present, are not organized and there are serious errors in mechanics, usage, sentence structure, or diction. The student receiving a rating of Provisional Pass or Fail meets with the English faculty

member who graded the paragraph and is taught individually until he can write an acceptable paragraph. Students with serious problems may be referred to one of the composition tutors provided by the English Department. The latter provision is a remedial precaution, because no student since the inception of the Paragraph Writing Seminar has failed to achieve an acceptable writing level after intensive one on one teaching from the designated English faculty member.

III. Review Strategies For Improved Test Performance

Tutoring sessions for composition and general humanities are established by the English Department at the beginning of each semester. Usually eight or more full time English faculty members are available to assist students in these two areas from 10:00 A.M. in the morning until 3:30 P.M. in the afternoon Monday through Friday. These tutoring sessions are listed in each monthly edition of the Arts and Sciences Calendar and in the student newspaper, The Register.

In addition, to these tutoring sessions, two members of the English Faculty conduct intensive tutorial sessions twice a week each semester for improved performance on standardized tests such as the NTE, GRE, GMAT, and MCAT.

To underscore and support these tutorial efforts, all thirteen departments in the College of Arts and Sciences have developed tutorial programs to assist students in their

respective areas. These departments are (1) Art, (2) Biology, (3) Chemistry, (4) English, (5) Foreign Languages, (6) History, (7) Mathematics/Computer Science, (8) Music, (9) Physics, (10) Political Science, (11) Psychology, (12) Speech/Theater Arts, and (13) Sociology/Social Work. Within many of these departments, one on one tutoring by faculty and/or students is supplemented by Apple II Microcomputers, and subject matter modules with workbooks, cassettes, filmstrips and slides. One department provides tutors through a special Health Careers Opportunity Program (HCOP) sponsored jointly with another North Carolina University and the U.S. Office of Education.

B. The Review Sessions

As a short term strategy to improve students' test performance, the School of Education and The College of Arts Sciences developed a series of week long review sessions. These sessions cover (1) Mathematics, Science, Literature and Fine Arts, Social Studies, Listening Skills, Reading, Writing, Test Taking Skills, and Professional Knowledge. The review sessions of the academic areas are conducted by faculty members in those areas from the College of Arts and Sciences (Mathematics, Literature, Reading etc.) and the School of Education (Professional Knowledge). The review sessions for Test Taking Skills are taught by a member of the University's Counseling and Testing Center. The review sessions are held for five consecutive evenings from 6:00 -

9:00 P.M. several days prior to the test administration. All students who plan to take the test are encouraged to attend all of the review sessions. In preparation for these sessions, students are required to buy A Guide To The NTE Core Battery Tests. Thus, these review sessions serve as a catalyst to intensify final preparation for the test administration. Specifically, the sessions familiarize candidates with the test format, identify areas for additional review and preparation, and provide test taking skills practice.

C. Professional Knowledge

In order to improve the performance of Teacher Education students on the test of professional knowledge, The School of Education developed a Professional Knowledge Review Module as a part of the Course, Education 560 - "Observation and Student Teaching." This professional review module covered a one day period from 8:00 A.M. to 5:00 P.M. and selected faculty members from the School of Education presented summaries of concepts which were relevant to the Test Specifications Battery III, Professional Knowlege published by Educational Testing Service. In addition, students were given test-taking tips and practice sessions as a means of sharpening their test-taking skills and reducing their test-taking anxieties.

The Professional Knowledge Review Module was important also in that it identified certain problems that would need to be solved if this particular learning strategy was to be more successful. Three problems were identified: (1) the module came too late in the students' curriculums; (2) a team approach necessary to cover all of the material was lacking, and (3) practice sessions were limited because of time constraints.

A Final Statement

Plainly, the College of Arts and Sciences and the School of Education are committed to improving teacher preparation and test performance at North Carolina Agricultural and Technical State University. This commitment, because of the academic structure of the university, has always been a joint endeavor. All Teacher Education Students receive all of their general education and communication skills training in the College of Arts and Sciences with the exception of physical education. This collaborative tradition intensified within the last two years because of (1) public criticism of the quality of teacher performance, (2) state mandates for increasing the general competence of students, (3) national studies which emphasized the need for a better public educational system, and (4) increased societal realization of the importance of the optimum utilization of human resources.

The collaborative efforts between the two units of the university focused primarily on the General Education Component of teacher preparation. Enrichment activities were developed for freshman Teacher Education majors complete with a semester calendar. Freshman Teacher Education majors were clustered in the basic subjects such as English, mathematics, biology, and history to insure that identified skills and information were taught. Communication instruments (Interview Rating Scale and Writing Sample) were developed to enhance the personal image and oral and written skills of all candidates for admission to the Teacher Education Program at North Carolina Agricultural and Technical State University. Through these collaborative efforts, the roles of the Assistant Deans of the respective units in coordinating these pilot activities were institutionalized. This institutionalization gives stability and continuity to the program. It also provides a channel of communication for the Deans of the respective units for the execution and support of the Teacher Education Program.

These collaborative learning strategies are not new, but what is new, is the intensive monitoring and reenforcement to assure quality output. This, in essence, is the essential connection between education and the liberal arts for quality teacher preparation at North Carolina Agricultural and Technical State University.

Appendix

1. Interview Panel Evaluation of Teacher Education Program Applicant
2. NTE Core Battery Tests Review

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

GREENSBORO, NORTH CAROLINA 27411, TELEPHONE (919) 379-7865

SCHOOL OF EDUCATION
OFFICE OF THE ASSISTANT DEAN
AND DIRECTOR OF TEACHER EDUCATION

NATIONAL TEACHER EXAMINATIONS CORE BATTERY TESTS REVIEW

October 7-14, 1985*
March 3-10, 1986
May 26-June 2, 1986

The purpose of the Review is to familiarize candidates with the three tests of the NTE Core Battery: Communication Skills, General Knowledge, and Professional Knowledge. It is assumed that students achieve higher test scores if they complete a review prior to the test administration. The review will

- familiarize candidates with the test format
- identify areas for additional review and preparation, and
- provide test taking skills practice

Passing scores on the Communication Skills and General Knowledge Tests are required by the state for formal admission to Teacher Education Programs. At the completion of the undergraduate Teacher Education Program, candidates must make a minimum score of 644 on the Professional Knowledge Test before being recommended for initial certification.

Prior to each NTE Core Battery administration--October 1985, March and May 1986--review sessions will be held for five evenings. Two one and one half hour sessions will be held each evening. All sessions will be taught by University faculty and offered to A.& T. students scheduled to take the tests. Students will be required to purchase A Guide to the NTE Core Battery Tests at $7.95 per copy. Scheduling the review session several days prior to the test administration will leave time for continued review and test-taking practice.

The Review schedule is as follows in Gibbs Hall, Room 104:

Monday, October 7	Math	6:00-7:20 p.m.	Mrs. Gwen Cherry
	Science	7:30-9:00 p.m.	Mr. William Mitchell
Tuesday, October 8	Literature & Fine Arts	6:00-7:20 p.m.	Dr. Michael Greene
	Social Studies	7:30-9:00 p.m.	Ms. Donna Benson
Wednesday, October 9	Listening Skills	6:00-7:20 p.m.	Ms. Anne Floyd
	Reading	7:30-9:00 p.m.	Mrs. Hannah Free
Thursday, October 10	Writing	6:00-7:20 p.m.	Dr. Ethel Taylor
	Test Taking Skills	7:30-9:00 p.m.	Ms. Pam Valadez
Monday, October 14	Professional Knowledge	6:00-7:20 p.m.	Dr. Dorothy Barnett
		7:30-9:00 p.m.	Dr. Winfred House

*Core Battery test dates for 1985-1986 are October 26, 1985, April 5, 1986, and June 28, 1986

Teacher Education Program

Interview Panel Evaluation of Teacher Education Program Applicant

NAME OF APPLICANT_____DATE_____TIME_____

Please rate the applicant on each of the following characteristics demonstrated during the interview. Check your rating for each characteristic as follows: 3-Above Average, 2-Average, 1-Needs Improvement

	3	2	1
1. POISE Self-confidence; composure; Self-assured appearance			
2. PERSONAL APPEARANCE Appropriateness Neatness			
3. ABILITY TO EXPRESS THOUGHTS			
DICTION Pronuciation of Words and word ending			
LANGUAGE USAGE Understanding; appropriate grammar, use of slang			
LOUDNESS LEVEL Appropriate loudness level for audience			
SPEAKING RATE Speaks too fast or too slow			
VOCAL VARIETY Stress; intonation			
Pitch variety inflection; monotony			
4. ENTHUSIASM			
5. GENERAL KNOWLEDGE Knowledge about current events			
6. SELF-EVALUATION Awareness of strengths and weaknesses			
7. JUDGMENT Ability to react critically, Alertness			
8. PROFESSIONAL INTERESTS Study, reading and interest in chosen field			

COMMENTS:

Name of Panelist_____
(Print or Type)

Signature_____

Department_____

Date_____

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